



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation _____ School City of East Chicago _____ Number 4670

School Name _____ East Chicago Central High School _____

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of student in this group not meeting AYP	How severe is this group's failure? (high,medium,low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Overall	55%	182	High	
Black	61%	86	High	High *
Hispanic	52%	89	High	
Free/Reduced	57%	164	High	
Limited English	73%	24	High	High *
Special Education	100%	46	High	High *

*These population are more unique due to their mobility, even if they attend SCEC more than once.

Mathematics

Overall	49%	167	High	
Black	58%	83	High	High
Hispanic	40%	75	High	
Free/Reduced	51%	151	High	
Limited English	58%	20	High	High
Special Education	98%	48	High	High

Worksheet #2: Self-Assessment of Practices High-Performing Schools

The Principle and Leadership	1	2	3	4	The Principle and Leadership
<ol style="list-style-type: none"> 1. Spends most of the time managing the school. 2. Is rarely in the classroom. 3. Is not knowledgeable about English/language arts or mathematics instruction. 4. Serves as lone leader of the school. 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. 	X				<ol style="list-style-type: none"> 1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers'.
Instruction	1	2	3	4	Instruction
<ol style="list-style-type: none"> 1. Is primarily lecture-style and teacher-centers. 2. Places the same cognitive demands on all learners (no differentiation) 3. Is primarily textbook-oriented 4. Does not include technology 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve 6. Instruction is rarely evaluated and connections to student learning growth or increase graduation rates are not made. 7. Instruction is not increase dto allow for more student learning time 	X				<ol style="list-style-type: none"> 1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demand s (differentiation; Response to Instruction- RTI) 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth And increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum 2. Is considered to be the textbook or the state standards 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.			X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data-Formative Assessments	1	2	3	4	Data-Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.	X				1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions 2. Is not related to curriculum. 3. Is short, i.e., one-shot session. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instruction English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X			X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.	X				1 Holds the beilef that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.	X				2 Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.			X		3 Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States: home languages; the political/economic history; conditions of countries or groups.		X			4 Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race ethnicity, or social class.	X				5 Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
<ol style="list-style-type: none"> 1. Our curriculum alignment is limited. It is not often observed by the administration. It is based primarily on the textbook and is rarely across the departments. 2. Our teachers often work in isolation. 3. 3. Assessment is only used for grading and/or credit giving. 4. Little relationship building has happened between staff and student. 	<ol style="list-style-type: none"> 1. Our staff has not had professional development regarding the process of differentiated instruction or the using of a variety of sources to teach with in addition to the textbook. 2. Our staff has not had an opportunity to work in teams due to time constraints and schedule constraints. 3. We have not developed or used assessments in order to remediate/enrich skills. 4. No additional student/teacher time is given outside of the classroom or athletes/clubs.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership.	What is at the "root" of the findings? What is the underlying cause?
<ol style="list-style-type: none"> 1. Throughout the district 55% of all E/LA students and 49% of all students fail to master Mathematics on the ISTEP+ assessment. 2. 95% of our Special Needs students have not mastered E/LA or Mathematics standard for four years or more on the ISTEP+ assessment. 3. 73% of our Hispanic (Spanish speaking) students have failed to master E/LA standards and 58% have failed to master Mathematic standards on the ISTEP+ assessment. 4. 61% of district African American student have failed to mast E/LA standards and 58% have failed to master Mathematics standards on the ISTEP+ assessment. 5. Mass inclusion of 90% of Special Needs students without benefit of professional development has negatively impacted performance and outcomes for these students. 6. Four (4) Educational Leaders in the high school in five years has negatively impacted teacher quality and curriculum fidelity. 7. 70% of the curriculum taught in the high 	<ol style="list-style-type: none"> 1. Weak standards based instruction has been implemented with little focus on quality of education. The current curriculum has not been supported through data use and differentiated instruction methods have not been implemented. 2. Our Special Education students were included in the general education population for the first time in August of 2008 with no professional development support. The problem has persisted for two years. The program was not properly implemented or supported. Many teachers are not certified. 3. Staff has not been trained in appropriate instruction strategies and best practices. Some teachers are lacking in cultural competencies necessary for working within a culturally diverse setting. Professional development in this area has been non-ongoing and unaligned. Data is not utilized to differentiate instruction and tailor education strategies to student need. 4. There have been no real initiatives implemented to address the needs of African American students. Further, the data has not been utilized nor the needs assessed in detail. Cultural Competency training has not been utilized nor instructional strategies for "at-risk" populations. 5. Special Education leadership has been transitional for the last two years. Student needs and best practices have been neglected while this department has undergone transition. 6. Transitional leadership has caused a deficit

<p>school is text book rather than standards /data driven.</p> <p>8. There is general climate of insecurity and uncertainty within the school that has persisted for the last three years.</p>	<p>in quality of education at the high school. The transitions in the leadership can be found at the high school and the district level creating systemic breaks or gaps in fidelity. Continuity of instruction and curriculum has suffered.</p> <p>7. The district non-sustained leadership and lack of instruction with emphasis on standards and data has created a curriculum gap that has affected student mobility, instruction, and performance.</p> <p>8. Teachers feel uncertain through a lack of empowerment. This constant theme of uncertainty and instability has resulted in a 30% teacher mobility average. Teacher of the high school tend to work in isolation versus working as a team. Low teacher attendance is another consequence of this atmosphere.</p>
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Student Leading Indicators

➤ **Instructions**

1. Using school, student and teacher date, complete the table below
2. If the indicator is not applicable, such as "dropout rate" for and elementary school write "NA" – not applicable in the column.
3. Review the data and develop several key finding on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school.	59,400	59,400
2. Dropout rate*	1.8%	4.1%
3. Student attendance rate*	93.2	93.4
4. Number and percentage of students completing advanced coursework* (e.g. AP/IB) early-college high schools, or dual enrollment classes.	4%	5%
5. Discipline incidents*	1914	1696
6. Truants*	16 Incidents	87 Incidents
7. Distribution of teachers by performance level on LEA's teacher evaluation system	Excellent-20% Good-60% Needs Improve-20%	Distinguished-5% Proficient-20% Basic-40% Unsatisfactory-35%
8. Teacher attendance rate	87%	86%

What are the key findings or summaries form	What is at the "root" of the findings? What is the
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the student leading indicator data?	underlying cause?
<ol style="list-style-type: none"> 1. Student attendance averages are consistently about 2% lower than state average. 2. Truancies increased by over 500% within one school year at the district high school. 3. Over 70% of the district teachers are rated as non-proficient in instruction. 4. Teachers on average are not in the classroom 45 days out of 180 student instructional days. 5. Though discipline incidents have decreased, they are still above state averages resulting in the highest number of expulsions in the state. 6. The number of students in advanced courses is well below state average at 5% per year. 	<ol style="list-style-type: none"> 1. Teachers have poor attendance due to poor relationships, lack of interest or investment and lack of communication and utilization of parents as resources within the school community. Given the poverty in the area, more students are forced to take on family responsibilities such as work and childcare. The result is a increase in the drop out rate. 2. Truancy is a direct result of interest and challenge (rigor) within the educational curriculum. Though this inordinate jump may be the result of more accurate record keeping, the number of truancies is also attributed to lax transitional leadership. 3. Standard based instructional leadership has not been emphasized in the district high school. Again, transitional instructional leadership has been a root caused limiting the professional development and observation/coaching opportunities for teachers. 4. Teachers are frustrated regarding instruction, discipline and attendance issues. There is a general lack of loyalty and trust for administration creating an atmosphere of low expectations and poor teacher and student attendance. 5. Students are lacking in guidelines and consistency for behavior. Teachers are in need of professional development on classroom management strategies to effectively de-escalate student behaviors. 6. Atmosphere of lowered expectations and stagnation of curricular choices is the result of poor teacher, student and administrative motivation.

C. LEA Capacity to Implement the Intervention Model

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention.	X		Budget Plan w/ supports
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.	X		Budget Plan w/ supports
3. Projected budgets meet the requirements of reasonable, allocable, and necessary.	X		Budget Plan w/ supports
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.	X		Budget Plan w/ supports
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.	X		State budget
6. A clear alignment exists between the goals and interventions model and the funding request (budget)	X		State budget

7. Principals and staff have the credentials and demonstrated track record to implement the selected model	X		New Hires resume Stat Asst.
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8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.		X	Strategic planning and meeting agenda
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9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model	X		Meeting minutes
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10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.	X		Meeting minutes
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11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.	X		Meeting minutes
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12. The district has the ability to recruit new principals.	X		
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13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.	X		
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14. District staff has high levels of expertise and successful experience in researching, and implementation the selected intervention model.			State Assistance
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15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.	X		
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16. The district demonstrates the ability and commitment to increase instructional time.	X		
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Indicators of LEA Commitment

1. *Design and implement school intervention model consistent with federal application requirements.*

Description of how this commitment was or will be completed

No response is needed here as this information is required later in the description of the model selected.

The new district model which includes the Middle College and Early College initiatives have been successful with at-risk populations and are in practice in communities that reflect our socio-economic and performance demographic. Students have found success through offerings of curriculum that focuses not only on need, but on learning styles and student perspectives of their own timelines. Both initiatives capitalize on the strength of putting educational responsibility with students and parents, while empowering teachers to become better educators through diversified offerings that highlight student capabilities and factors for success. The designed model pushes students to reach to loftier heights while supporting their successful matriculation into work settings or higher education.

Extension of the school day and year will allow the time that is necessary to initiate the needed interventions into the academic day. Research is abundant in telling us that high school student need diversified offerings and that educational attendance times must be flexible due to the operating schedules of adolescent individuals. Given that these operating times may not be parallel to the traditional day, the need arises for academic flexibility in the day and year to provide more opportunities for successful navigation through the enhanced high school curriculum.

Data must be used with fidelity to build an informed and relevant educational community. This is only possible by using the data to create a system of relevant and job-embedded professional development. This initiative will be supported by the introduction of Data/Professional Development and Curriculum Coaches at the high school level. Without examination of the curriculum, and data to support needed adjustments, there is no data driven instruction taking place in the classrooms. The rigor and relevance of the coursework will continue to decline without effective data usage a decline in student achievement will continue.

Strong, sustained transformational leadership is also an important piece of this plan. The building of an Instructional Leadership Team (the principal, and two (2) Instructional Leaders to head Early College and Middle College) will be added through this plan. The building Data/Professional Development Coach and Curriculum Coach, along with Social Workers and Guidance Counselors will be the team that will provide building leadership, teachers, parents

and community with needed data points to implement positive and meaningful change.

Additional emphasis based on the plan model will be given to exploring the academic differences in students and structuring the instructional delivery to match the students learning styles. All students will benefit from a differentiated instruction format that includes an emphasis on Career and Technical Education and Career exploration. High achieving students will be exposed to experiential learning and have the opportunity to explore technical offerings for advanced students. Additionally Special Needs students will experience a wealth of opportunities that they may not have been exposed to through limited curricular offerings. The model outlined in the following pages will provide all students with increased opportunities for academic achievement.

(2) Describe how the model will create teacher, principal and student change.

The transformational model will create change for teachers by allowing them have access to embedded PD through the collaborative planning/teaming times. The data shows us that we have an atmosphere conducive to failure because we have failed in communication, making the curriculum relevant, putting students first and generally educating students for achieving beyond expectations. This model will allow teachers to see themselves as leaders by empowering them within their teams and ultimately as building leaders. They will foster educational responsibility in their students by forming quality relationships within the team and outward within the community as they will now have structured time to meet with parents and other teachers. This is a step toward Cultural Competency which will lead to increased understanding of student history, performance and cultural norms. The extended day will allow teachers additional access to their students by providing opportunities to work beyond structured hours that a segmented by subject to working within the team day. In having success celebrated and rewarded, teachers will be able to share in their students' success and push them beyond their current performance by becoming responsible for student education. Consequently, teachers will be motivated further by realizing the consequences of poor performance i.e. reduction of paid incentives or additional paid assignments and required additional professional development.

For the Principal, he or she will have the opportunity to invest in true instructional leadership by being able to freely staff and evaluate the building. The principal will be able to visit teams for impromptu meetings, schedule embedded professional development that is relevant to particular individuals and frequently visit classrooms/teams to ensure quality of standards based education. The principal will move beyond management of the building to true capacity building in staff, faculty, students and even parents. Through intervention incorporation, the principal will be afforded the opportunity to truly see curriculum aligned and differentiated instruction growing within the educational setting. This is an opportunity to see students move beyond expectation and toward excellence.

For the Student the model will provide opportunity and options for taking control of their own education. Students will see informed leadership, confident teaching staff, and increase honors, remedial, career, technical and cultural offerings. Students will be engaged when their interest is awakened by aligned and relevant curriculum that offers more than surface subject coverage. Students will also see their success celebrated in the educational community as an outpouring of pride and impetus to go further creating a culture of students who perform to standard. Additionally, students will embrace their own accountability for their performance by facing the consequences (through limited choices) for poor performance.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>1. Design and implement interventions consistent with the final requirements</p>	<p>The Transformational model that was selected operates under the tenants of replacing the school principal, rigorous evaluation systems. A systems of rewards and process of continued improvement, quality staff development and strategies for recruitment, retention and placement of staff.</p> <p>In leadership there needs to be a replacement model that supported IDOE that involves national posting in all forms of media. We are focusing on academic magazines, posting sites, universities and professional associations. The included posting and job description outline a Transformation leader that has experience in demonstrated instructional leadership (i.e. Transforming schools and driving student achievement). Assistant Superintendent will begin posting process by creating advertisement and distribution schedule. Human Resources will be responsible for posting this position beginning on June 2, 2010 and continuing through June 18, 2010. First round interviews will be scheduled beginning June 22, 2010 with call back interviews on June 25, 2010. The IDOE Technical Support Team for Principal Selection will be activated to assist in the process of candidate selection. The candidate should have proven ability to facilitate and motivate change, while facilitating motivation in teachers and staff. The hiring process will be that the candidates must submit credentials, application, resume and portfolio of tried and proven strategies to turn around failing schools. The interview committee will be comprised of Teachers, Administrators, Parents, Students and Community/staff.</p> <p>Central Office Administration will empower the principal with the freedom to hire by initiating his/her process through HR to hire teachers and staff. Building leaders, teachers, parents, students may interview and provide input to the hiring process. All building administrators will enlist in the Notre Dame Leadership Academy for molding transformational leaders. Enrollment will take place in August and continuous professional development will be provided throughout the academic year and continuing into the next year. Additional development support will be solidified to the Technical Support Team selected to assist in our transition. All of these initiatives are an attempt to support and sustain leadership. Data will be used to ascertain behavioral issues, attendance and increased student</p>

achievement. Positive Behavior Supports (PBS) will facilitate safe settings, consistency and celebrations for success.

Data is a key component to the Transformation Model and will be expressed in elements of the plan. In an effort to move beyond utilizing only surface or general data, we look to data disaggregation through inference. Data and Professional Development coaches will work intimately with the principal to ensure the effective gathering and use of high school data. This data will be used to align the instructional programs, determine necessary interventions and support teachers in modifying instruction, thereby supporting the principal in staff development and growth. Data/PD coaches will be selected through a process of posting in state/local/school media utilizing the included posting and job description. The position will be posted on May 12, 2010 through May 26, 2010. The interview process will follow the week of May 31, 2010 with a committee consisting of teachers, reading coaches, and principals. A Data/PD coach should be an experienced teacher/administrator with extensive experience in data interpretation and inference. Additionally the coach should have an understanding of how data must guide professional development. The building principal, who has been identified as a Transformational Leader, will be instrumental in shaping this position and determining the final candidate.

Instruction and curriculum elements are key to the Transformational Model that has been selected because we identified a need for Cross Departmentalization and data informed assessment. By focusing on the independent subgroups of Special Education, African American and Limited English students we see need to adopt an Individualized Learning Plan (ILP) for each student. In doing focusing on individual student needs, we will break down the standards to relevant instruction and assessment pieces, while providing continuity in curricular instruction. Our data show that the high school "gaps" in instruction are caused by the staff working in isolation and not as a team. To assist in this aspect we propose in our model the Professional Learning Community (PLC) teaming concepts for the entire high school. This will be accomplished by expanding the school day to allow for

- Collaborative team planning-Team plan structured in the school day so teachers may discuss data, student achievement and behavioral situations of students.
- Aligning school structure and programs-Teaming students and staff to facilitate academic need through restructuring of high school offerings to include increased AP, Honors and College Bound Offerings, as well as remedial, credit recovery and academic interventions for students. Individual learning programs and career and technical offerings will be available to all students. See information on Early College and Middle College which demonstrate the ability for every student to experience an educational and career pathway through high school.
- Increased instructional time-Our model endeavors to increase the instructional day by 60 minutes, while increasing the year by one month. The extra time will be used for Reading

Interventions through Read 180 and System 44, addressing the need to double block with the Language Arts Class for all students including Special Education learners. The additional time will also allow students and teachers to have advisory time-for relationship building and mentoring, as well as team planning time for teams to meet for Cross Departmentalization Planning and formulation of common assessments.

Advantages of this common plan time for teams will be:

- Curriculum alignment to bring the curriculum in line with identified student need.
 - Systematic and continuous coaching to assist all teachers in their craft by pairing teams with differing strengths.
 - Teacher accountability for raising expectations within teams of students.
 - Less emphasis on discipline and more on academic growth based on “team intervention” as all discipline will be handled in the team.
 - Communication improvement through team expectations built on principal leadership
 - Increased staff capacity through increased professional development time (team plan).
- Professional development.

We are seeking ongoing training in several areas that are relevant to making this model possible. To initiate a process of educational change that is prevalent in elementary schools for a high school setting, we must provide professional development that encompasses the following areas:

- Professional Learning Community (roles, set-up and training)
 - Scheduled to take place first week in August (Training conducted by Title I District Coach). The trainer is a teacher with over 20 years of coaching/teaching experience and expertise through training and initiation activities on facilitating and implementing a PLC Culture in Schools.

Teaming (Incorporation of tenants of Early College and Middle College)

- Early College Team
- Students may elect early college by indicating a desire to join a magnet. Scheduling in classes will be dependent on student need. The student that elects this program will have AVID (Advancement Via Individual Determination) as an automatic elective to teach organization, note taking and advanced class success. Scheduling began in May of 2010 to team students and teachers. Information sessions with the Board of School Trustees, Parents, Students and Staff took place in April and May of 2010. The building principal will work with the transition team to establish the schedule. The team will be comprised of teachers, parents, students and administration.

During "0" hour students may elect to take art/band/choral music classes or Career and Technical Education courses while core teachers are in team planning. Team planning first hour will allow teachers to map out each day prior to starting (aiding in communication and instruction planning). This will also be a time that can be used for planning and collaboration with various stakeholders (administration, teachers, parents, students, etc).

- The timeline for beginning this process is June 2010 scheduling, with professional development beginning on June 22, 2010 and continuing throughout the summer for teachers, administrators and staff. Parents will participate in workshops outlining high school options, class selection, computerized learning and "how to help your student" workshops. The building principal will work with district community liaisons to facilitate the parent workshops. Partnerships with Scientific Learning, Scholastic, Higher education institutions, AVID and ACT will be utilized in this these training modules.

- o Middle College Teams

Students may elect middle college by indicating a desire to advance beyond current offerings while remediating in current core classes. Scheduling in classes will be dependent on student need. The student that elects this program will have Fast Forward and/or Read 180 as an automatic elective and reading remediation tool toward academic success. These interventions will aid in learning by facilitating a focus on student vocabulary. Scheduling began in May of 2010 to team students and teachers. Information sessions with the Board of School Trustees, Parents, Students and Staff took place in April and May of 2010. The building principal will work with the transition team to establish the schedule. The team will be comprised of teachers, parents, students and administration.

The highlights of this teaming would include:

- Inter-disciplinary/Integrated teams
 - o Team handles discipline
 - o Differentiated instruction training (August 2010) through Title I Director (over 20 years of experience education and emphasis on literacy. Will work with reading coaches)
 - o Advisor/Advisee time in schedule
 - o Flexible scheduling options for credit recovery (in place since 2009-led by academic technical advisor for Title I).
 - o Special Education Support
 - o ESL/ENL Support
- Teams consist of 5 teachers (Math, Science, English, Reading, Social

Studies).

- The student day is extended with up to 8 hours
- Small Community of Learners (Literacy block-Read 180/Fast Forward)
- ACT Programs --
- Career and Technical Education Selections
- Building support for Students, Teachers and Staff through (Repeat of above):
 - 2 Guidance Counselors
 - 2 Social Workers
 - Data/Professional Development Coach
 - Curriculum Coach
 - Grading Scale of A, B, C or No Grade (No Fail Option)
 - Special Education Support
 - ENL/ESL Academic Support
 - Instructional Leader for Early College
 - Instructional Leader for Middle College
 - Principal

Hour 0	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6	Hour 7
Team Plan/Elective	English	Read180					
			Soc. Studies				
				English			
					Math		
						Career Tech	
							Credit Recovery

- During "0" hour students may elect to take art/band/choral music classes or Career and Technical Education courses while core teachers are in team planning. Team planning first hour will allow teachers to map out each day prior to starting (aiding in communication and instruction planning). This will also be a time that can be used for planning and collaboration with various stakeholders

(administration, teachers, parents, students, etc).

- o The timeline for beginning this process is June 2010 scheduling, with professional development beginning on June 22, 2010 and continuing throughout the summer for teachers, administrators and staff. Parents will participate in workshops outlining high school options, class selection, computerized learning and "how to help your student" workshops. The building principal will work with district community liaisons to facilitate the parent workshops. Partnerships with Scientific Learning, Scholastic, Higher education institutions, and ACT will be utilized in this these training modules.

Cultural Competency is key in raising expectations and creating a paradigm shift that will rebuild the educational climate to create an atmosphere of success. As found in data and self assessment results, we as a district have failed in building relationships because we have been safety and teacher focused versus student need focused. As a whole we will concentrate on cultural awareness beyond foods and flags to incorporate an appreciation for our unique diversity which is evident in learning styles, cultural norms and general customs. The cultural gap between student and staff has created an atmosphere of failure that must be address in this plan.

- o Training on diversity awareness and acceptance (ongoing and embedded in daily lessons) Training sponsored by Indiana University Northwest through UTEP Program as a partnership program. Professor Rochelle Brock has over 20 years of educational experience in Urban Settings. She has also served on our Strategic Planning Team for mapping out a five year plan for the district and ultimately the high school. A copy of this specific action plan has been included. June 2010 training has been scheduled. Parent, Administration, Student, Teacher and Community workshops will continue monthly culminating into a Diversity team that will assist in cultural diversity issues as they arise in the schools and community.
- o Curriculum aspects of cultural issues are also being addressed considering that the data gives us a subgroup disparity among African American, Special Education and non-English speaking students. The Data Coach and Principal will work collaboratively to identify students in need of additional interventions i.e. differentiated instruction or response to intervention, and provide culturally proficient instruction in languages, norms and practices that will be beneficial to all learners. This effort will be accomplished through project based experiential learning activities to be assessed by teams thereby making the curriculum relevant to all students.

The Transformational model allows us the flexibility to address all of the findings in our self-assessment as well as our root cause analysis. The data points call for strong and competent leadership with freedom to make decisions and

	<p>effectively run the building, instructional and curricular overhaul considering only student need, data utilization beyond the surface use to actual inference and finally cultural competency that considers meaningful collaborations and communication with all stakeholders.</p>
<p>2. The LEA has or will recruit, screen, selects and support appropriate external providers.</p>	<p>The district will partner with a number of external parties to focus specifically on the high schools' improvement and development. In each case the vendor has been identified as exemplary and proven extremely effective in their specific area.</p> <ul style="list-style-type: none"> ○ Scientific Learning-(Fast Forward) Intervention-will provide learning tools to remediating students that will facilitate increased capacity in brain function and heightened academic awareness. This initiative was begun in January of 2010 and has been expanded throughout k-12 curriculum for students in need of academic motivation as identified to test scores, placement exams and general performance. This relationship is scheduled through 2012 and will be sustained through grant and general funding subsequently. This vendor has been utilized nationally by several districts as an initial remediating tool and has been explored for use by the state of Indiana Department of Education. They have a long and successful track record in districts. ○ K-12 INSIGHT-This intervention is comprised of strategies to engage the community in effective and productive communication. The district has identified communication as a need or an area that needs improvement. Through this relationship ESL/ENL, Special Education, as well as high achieving students will benefit from input and involvement from the community of stakeholders. ○ Scholastic (Read 180/System 44)-This intervention will provide remediation in reading to increase the Lexile score of each student every year. In conjunctions with Fast Forward, students have been found to exhibit extraordinary growth in one academic year. This initiative was begun in January of 2010 and has been expanded to the high school in April of 2010. The partnership with this vendor is expected to continue though 2012 with sustainability through grant and general funding. The reputation of this vendor is endorsed and supported nationally by school districts, states and federal resources. The program is overseen within Title I and Special Education departments cooperatively. ○ American College Testing (ACT)-This vendor will provide student assessments, data collection and correlation and Career Path Development through Plan Explore and Work Keys. We began the relationship with ACT in April 2010. We seek to pursue more aggressive assessments data usage through the program during 2010/2011 school year. The vendor will continue through 2013 and has been found as compatible with current technology in the district. The reputation of this vendor is endorsed and supported nationally by school districts, states and federal resources. The programs listed within the plan will benefit from ACT resources in career planning and additional work opportunities. The program is being integrated cooperatively within the Title I and Special Education

departments.

- **Blackboard Connect** – Parent and community to school communications will be enriched through the relationship with this vendor. Communication and accessibility of pertinent data and information has been an ongoing problem in the district. Blackboard will enhance technology while allowing stakeholders to become better informed. This relationship is set to begin in August of 2010. The relationship is stated to continue through 2013 with sustainability focused through grants and private funding. The program will be initiated and maintained through the Technology department under the guidance of the Technology Coordinator at the high school. This position is overseen by a technology service agent with over 12 years of experience in Technology and in depth knowledge of Blackboard Connect. The reputation of this vendor is supported by institutions of higher education and is gaining usage in K-12 settings.
- **Florida Virtual School** – K-12 Knowledge On Line; This is a vendor for on-line courses that will allow students to take classes that are advanced, remedial or classes that are too small in number. The reputation of this vendor has been supported by Indiana Department of Education and the program is currently being used in numerous districts across the nation. The relationship with this vendor is slated to begin in July of 2010 and continue through 2013. Sustainability is through operational funding and private pay. This partnership will aid in offering extended day services as well as extended year for all student learning levels. The program will be operated from the Compass Odyssey laboratory with the technology interventionist as the facilitator (This employee has over 20 years of instructional technology experience).
- **Compass Odyssey** - This is a vendor for on-line courses that will allow students to take classes for Credit Recovery. Again, this partnership will aid in the extension of both the day and year by allowing students to work from any computer. The reputation of this vendor has been supported by testimonial from numerous districts and our own as we have used this product since 2008. The relationship with this vendor is slated to begin in July of 2008 and will continue through 2013. Sustainability is through operational funding sources. The program will be operated from the Compass Odyssey laboratory with the technology interventionist as the facilitator (This employee has over 20 years of instructional technology experience).
- **University of Notre Dame/Vanderbilt University/Indiana State University**-These vendors are institutions of higher education that offer Educational Leadership programs for training Instructional Leaders. Building leadership has been identified as an area of need for the high school and the entire instructional team must have ongoing professional development to feel supported in the effort to transform the high school. The University of Notre Dame is a two year program that meets three times per year of change strategies, curricular motivation and instructional support, while the Indiana

	<p>State Program has committed to support the leadership team through monthly support meetings.</p> <ul style="list-style-type: none"> ○ Gates Foundation – As the original supporting foundation for the Early College/Middle College program, the Gates Foundation will provide support and grant opportunities for the district in these endeavors. The Foundation has several layers that have been instrumental to students attempting to finance their college education. The reputation of the Foundation is impeccable and is quickly becoming a legacy in their efforts toward supporting education for all students. Though the initial relationship will be forged through Central Office, the Data Coach and Principal will consider opportunities that will be instrumental to the high school. Exploration of this relationship began in January 2010 and continues. ○ College Board – Advanced Placement classes were identified as a need in that there are not enough offerings at the high school based on student desire/need. The relationship with this vendor will be expanded to meet need. Additionally, the district will assist teachers in becoming qualified to teach AP classes and to become Master Teachers. Using a local college program, teacher will receive incentives to pursue the additional course work. This relationship is ongoing due to the reputation of College Board for Advanced Placement assessments. ○ Indiana Department of Education – The IDOE has provided technical support through Moodle classes, Learning Connection and Technical support teams that assist with hiring and operational information. Given that this is an ongoing relationship that will be enhanced through further use of options available, the reputation is in good standing throughout the state of Indiana. ○ Indiana University Northwest/Purdue University Calumet/Calumet College- Professional Development sources for staff as well as advanced credit opportunities for students. These institutions have pledged their support to the model and the transformation of the district. All of these relationships began in 2009 and continue. All three of these institutions have reputations throughout the region and state as being desired and attractive schools of choice for graduating high school seniors. ○ Cambridge Strategic – This vendor will assist the district in formulating a plan for the next five years that will provide a blueprint for the site planning that must take place at the high school. Dr. William Cook has over 40 years of experience in Strategic Planning and the reputation of him and his company has been noted in attached testimonial. The relationship began in November of 2009 and will continue through 2014. The Assistant Superintendent is Internal Facilitator and oversight for the district planning. The high school will continue the process on site with a veteran teacher of 15 years serving as internal facilitator working directly with principal, staff and community.
<p>3. Align other</p>	<ul style="list-style-type: none"> ○ Community Centers/Parks Department - Provide community sites for meeting with parents and

resources with the school improvement model.

providing information (communication) while soliciting feedback. This will assist the plan in providing a vehicle for parent contact and communication. This is an opportunity to build parent involvement while building trust relationships by bringing communication to the parent in their community setting. This will provide an answer to parents seeking information and contact. We have to establish trust in order to rebuild communicative relationships.

- **Non Profit Organizations/Faith Based Organizations**-The district enjoys a community relationship with organizations that include The Boys and Girls Club, TCAPP sponsored by area churches, Healthy East Chicago, the Community Centers of East Chicago. Each of these organizations is committed to assisting the schools (primarily the high school in improving). Representation from every one of these organizations took part in the strategic planning process. Each organization has offered their services through student care, family counseling, self-help and esteem classes for community, child care and character building in an effort to create a full-service school concept to aid in meeting all student needs while educating the child. These resources will assist the plan as support structures to learning.
- **Central Health Centers/City Health Services**- This program was put in place to assist in the need to offer health services and a need to combat issues that arise from teen pregnancy and sexual activity that cause students to drop out of school or affect attendance. This service is in collaboration with the City of East Chicago and the Indiana Department of Family and Children (Medicaid). The program services students within the school so that they do not have to leave school. This relationship began in 2006 and has been successful with over 78% of the high school student body utilizing services in some fashion. This resource will assist in combating obstacles to learning.
- **The Education Foundation of East Chicago**-This relationship assists in ensuring funding for projects that will increase student experiential learning. The relationship aligns with curricular changes that will motivate student interest through innovative and project based learning opportunities. The relationship will continue as it has been in place for many years. Members of this organization have served in the strategic planning process and will continue to provide grant and funding opportunities through their foundation to meet sustainability of plan initiatives.
- **Arcelor Mittal Foundations/BP/Safety Kleen Manufacturing**- These relationships grew out of the social responsibility of these companies to the area in which they are located. The companies saw a need to prepare students for future employment and have become active in offering grant funding, guest speaking, training and internships and experiential learning to students and staff. All of the companies have been very instrumental in developing the high school STEM programming specifically Project Lead the Way. These relationships began in 2006 and have been growing in recent years. All of these resources align to the plan in allowing increased STEM opportunities for students.
- **Community in Schools**-The CIS relationship is enriched by having an on-site office in the high school.

	<p>Students, as well as parents and community, can get mentoring and life skill assistance. The site also offers tutoring services and additional options for educational planning. This relationship will assist the plan by involving the community and offering additional academic supports.</p> <ul style="list-style-type: none"> o Curriculum Mapping-Curricular alignment has been highlighted as an area in need of modification or change. The mapping process has given teachers and students the benefit of alignment of lesson plans with the standards while aligning teaching expectations throughout district. o Technical Assistance (State Directed)-The district has worked intently with Baker Daniels consulting on School Improvement Planning (SIP) to assist in writing plans that will affect systemic change. This relationship began in 2006 and is expected to continue along with other state directed assistance. This relationship is necessary to the plan in staffing and recommendations and consultation as well as plan implementation.
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	<ul style="list-style-type: none"> a. Teacher and principal evaluations differentiate performance across four rating categories (i.e. highly effective, effective, improvement necessary, ineffective). The new evaluations are based on the Canadian Evaluation format for Performance Based Incentives. This new system is grounded on that premise that student performance drives incentive or pay increases along with other performance factors (evaluation included). The system will be based on one year academic growth for every student equating into percentage averages for classroom and teachers. Building growth will be assessed for principals to ensure effective data monitoring. 86-100% growth equates to a highly effective setting, 71-85% growth is effective, 50-70% growth is needs improvement, and below 50% is ineffective. Principals are evaluated for growth planning in September, with a mid-term assessment in December and the final evaluation in June. Teachers will have two assessments including the December (mid-term) and the April (Final). Informal and data assessments are constant and expected. b. Staff evaluation process includes at least annual observations for teachers and leaders and is at least 51% based on school and/or student performance. Evaluations are interim (December) and annual (April) to provide feedback and effective data on current, past and expected performance. The evaluations are based on 55% student performance as agreed by Federation of Teachers, Administration and Board of School Trustees (documentation included). c. Clear dismissal pathway for ineffective teachers and principals. All statutory and contractual procedures will be followed. However, in the process of dismissal, teachers will be given all due process in informal observation, prompting immediate notification of formal evaluation, discussion and corrective action implementation (coaching, professional

development), re-evaluation, modeling if necessary, final evaluation and recommendation for dismissal. This entire process is documented and posted to the employee file. The principal is responsible for adhering to the process and ensuring follow through with Human Resources to ensure statutory adherence.

The dismissal process for principals is similar in that the Principal will be given all due process in informal observation, prompting immediate notification of formal evaluation, discussion and corrective action implementation (coaching, professional development), re-evaluation, modeling if necessary, final evaluation and recommendation for dismissal. This entire process is documented and posted to the employee file. The Central Office Administration (Assistant Superintendent) is responsible for adhering to the process and ensuring follow through.

d. Flexibility has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.

The building principal will be allowed the flexibility to write desired postings for open positions within the building. Working collaboratively with the Human Resources Director (Certified in Human Resource Management and prepared with a Master of Business Administration), the principal will post positions through various forms of media. Though the incoming applications will be collected through Human Resources, the principal will direct all interviewing, hiring requests for the Board of School Trustees and placement decisions upon meeting the district drug testing and Criminal History requirements.

Transfers and replacements of staff will be handled by the principal through similar process. The principal is aware of what is needed for the building and will begin the process by working with Human Resources to post all new positions.

e. Appropriate amount of instructional time added (if required by the model).

The instructional time added to the high school day will equate to up to two class periods per day and an additional month per year. Students will all have an Individualized Learning Plan based on their educational needs. This ILP will dictate the number of additional days that a student will need to attend. These additional days will be accomplished through utilization of before and after the tradition school day classes. For example, the current school day provided (6) six (50) minute classes that meet in traditional blocks. By adding (60) minutes to the traditional day, we can block the students for seven (7) classes with options for an additional early morning class ("0" hour career classes or elective) freeing the day for additional instruction in core, remedial, or honors classes. Additionally, students will have the option of an after traditional school day hour of instruction for

advancement, credit recovery or enrichment.

5. Sustain the model after the funding period ends.

a. **Continuous measurement of effectiveness of model's implementation provided.**

Through multiple sources of measurement and evaluations this plan implementation will be under constant assessment. The district has implemented a process of Strategic Planning that began as a project that encompassed the entire district and community (business, parents, students, teachers and administration) working collaboratively to accomplish a five year plan for district operations. The Core Planning Team composed of all stakeholders, including union representatives, Board Members and district and community members, serves as assurance that all components of the strategic plan are met. Similarly, a site team has been composed for the high school with the same function. Their primary function will be to monitor and evaluate this plan and strategically plan for years following the implementation of this plan (Planning process attached). The Core Planning Team evaluation process includes.

- Monthly Progress Meeting with the team presentations
 - Measurement tools include student progress reports, attendance, daily teacher/student assessment data
 - Accountability through principal, teacher and student reporting.
- Budgetary Committee Team (Quarterly Meeting)
 - Expenditures and additional funding sources explored and presented.
- Action Subcommittees to make needed changes and communicate implementation.
- Board oversight/communication for community and regulatory accountability

b. **Based on measurement, routinely adapts implementation to increase fidelity.**

Through the process of monthly meeting and constant assessment of what we are doing through a Core Planning group that is invested, yet not solely focused on school operations we gain the benefit of an honest and impartial assessment. Measurements through data studies will enable the district to make meaningful adaptations in implementation of the program. Fidelity will be increased because assessment of the process will be constant, thereby building accountability. The data utilization will lead to necessary course corrections. Through principal reporting and assessments, teacher/student data utilization and increased student, teacher accountability, the Core Planning Team will advise the principal and district and Board of School Trustees on needed changes. Mutual Expectations professional development training for all staff, Core Planning Team and administration will provide support to this process. Fidelity and Accountability are ensured through this ongoing process.

c. **Provides detailed description of availability of funding, staff, and other resources to continue the intervention after funding ends.**

	<p>Sustainability of the intended model is vital for long term success. Funding will be/and has been sought through several grant, local, regional state and federal sources to support the progress of the high school. Since the model implemented will be part of a systemic change, the district is invested in continuing the process long after funding ends. Funding sources for sustainability have been sought in grants through East Chicago Foundations (grant funding), Arcelor Mittal (Business/Manufacturing), and current use of the General Fund (State), Title I, Title II (Professional Development), Special Education, the Gates Foundation and additional Federal funding opportunities. These resources are all currently assigned or assessable to the school district through competitive and non-competitive sources and will sustained extended day and year. Additional sustainability will be secured through partnerships with Scholastic, Scientific Learning and Cambridge Strategic which have heavier financial obligations at onset that decrease as time goes on.</p> <p>Staffing will be sustained through the evaluation of all positions in the district to ensure placement of quality teaching staff. Current staffing levels that will be funded through the grant will be sustained through attrition of staff in overstuffed and inadequately utilized areas of operation. This will be accomplished through a staffing evaluation to be performed externally. All concerns regarding pay ranges, salaries and benefits for educators will be addressed. Continued effective, cooperative collaboration and communication with the local teachers association (American Federation of Teachers #511) will continue to be paramount to high school and district success.</p>
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Transformational Model:

ELEMENTS	TASKS/STEPS	LEAD PERSON/POSITION	TIME PERIOD (MONTH)
<p>1. Replace the principal who led the school prior to implementing the model.</p>	<p>The process to replace the entire administrative structure and personnel at the high school was begun in October of 2009 with the approval of the Growth Plan and Incentive Based Evaluation that was Board of School Trustees approved for all Administrative employees.</p>	<p>Michael Harding, Superintendent of Schools <i>Over 30 years of educational experience in administration</i></p>	<p>April –June 2010</p>

	<p>With this step complete the proposed educational model supports the hiring of a new team with additional support systems. This new team includes:</p> <ul style="list-style-type: none"> • The Building Principal is the Instructional Leader for the entire school. This person is responsible for all curriculum and professional development alignment and the assurance of quality standards based instruction in every classroom. This principal is a transformational leader with a proven track record of effective leadership. • An Associate Principal responsible for day to day building operation and management. This person will also ensure all compliance to the plan and transformational processes. • Two Instructional Leaders of the Early and Middle College Programs that will work intently with data, curriculum, teacher coaching and support of instruction. • A Curriculum Coach to assist in curriculum updates • The Data/Professional Development Coach who will work with the instructional Leaders, curriculum coach and individual teams at curricular modifications and aligning professional development to need. • Two Assistants to aid in all aspects of building operation and Student Services • A Parent Liaison to assist in parent inclusion and communication with parents. <p>The process for replacing the principal will include</p> <ul style="list-style-type: none"> • National advertisement for a Transformational Principal will be posted in newspaper, academic publishing, magazines, DOE and district Websites, Superintendent's Association and Association of School Business Officials as well as Principal's Association, Radio, Television and University postings will also be utilized (April of 2010) <ul style="list-style-type: none"> o The posting for this position will be based on a track record of a proven Transformational Leaders and characteristics that exhibit change and non-traditional learning methods and settings for secondary (High School) education. • The current principal will be provided professional development support and placed in an administrative position that will allow support and development 	<p><i>in multiple/diverse educational settings.</i></p> <p>Dawn Greene Assistant Superintendent 5 years of District Administrative experience and over 10 years in urban school settings.</p>	
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<p>2. Use evaluation systems for teachers and principals that consider student growth and teacher/principal involvement.</p>	<p>(Administrative re-assignment) (July 2010)</p> <ul style="list-style-type: none"> • A Core Planning Team subgroup composed of Administration, Teachers, Parents, Students, Business and Community will comprise a 8 member interview team that will work collaboratively with selection criterion for the Indiana Department of Education to attract, interview and select the candidates for final round interviews (June 2010). • Final Round interviews will be conducted by the members of the Board of School Trustees, Superintendent/Assistant Superintendent with input from the Administrative Preparation Department of Purdue University Calumet with additional input from the Department of Education (June 2010). • Selection will be finalized prior to July of 2010. Team planning and professional development to support the team will begin immediately (July 2010) with strategic planning sessions that will include teacher and community. • Professional development will continue throughout the academic year to support and build communication, trust and effective relationships between all stakeholders. 	<p>Dawn Greene Assistant Superintendent Building Administration K-12</p>	<p>October 2009 through August 2010</p>
	<p>The new evaluation process for Principals was initiated in October of 2009. A new teacher evaluation assessment process was approved through negotiations with the Federation of Teachers in December of 2009. Both evaluation formats were approved by the Board of School Trustees in January of 2010 for implementation in June of 2010. Both systems meet the criterion as they focus more than 55% of their evaluation on incentives based on student performance and assessment.</p> <p>The Teacher Evaluation method has been implemented by introduction, design and agreement with the teachers union in December of 2009. Due to the timeline that was presented upon announcement of requirements, the "new" transformational principal had not been hired, therefore this method was accomplish through a committee of teachers, administrators and planning team members. Concurrently, the new Principal evaluation tool was submitted to evaluate principals, which considers building/teacher growth as well management aspects.</p>		

<p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.</p>	<p>Both evaluations followed the same evaluation timeline:</p> <ul style="list-style-type: none"> • Extreme research and design elements were condensed for principal and teaching evaluations. • Collaborative introduction, design and agreement on a tool by teachers and administration. • AFT (union)#511 approval of instrument in December of 2009 • Board of School Trustee approval of instrument December of 2009 • Announcement and introduction of the tool to all teachers April of 2010 • Announcement and introduction of the tool to Parents/Staff and Community in May of 2010 • Professional Development on using the tool, the outcomes, feedback and expected results in May of 2010 • Trial of teacher and Principal tool (Summer Staff 2010) <ul style="list-style-type: none"> ○ Committee of Teachers and new principal will examine the trial • Feedback and Evaluation of trial (End of Summer 2010) • Implementation of needed modifications (Fall 2010) • Full utilization of evaluation tool (Fall 2010) <p><i>Evaluation tools included for review.</i></p> <p>The district will move forward in implementing Performance Incentives for Administrators, Teachers and Staff from buildings that exhibit increased growth in areas of student achievement, graduation rates and overall performance. Through use of the Denver Pro Comp plan as a model for implementations, the following areas will be included:</p> <ul style="list-style-type: none"> • Knowledge and Skills • Comprehensive Professional Evaluation • Market Incentives • Student Grow and Performance <p>Additional compensation will be given to teachers based on the percentage of students that make achievement gains. As a system of performance incentives based on positive performance, the performing teacher will receive additional pay. Should a teacher fail to make adequate gains in student achievement, the teacher would be given opportunity for professional development on student learning style, differentiated instruction and data usage. The teacher would also be mentored or coached by a high achievement teacher</p>	<p>Michael Harding Superintendent of Schools</p> <p>Elaine Martinez Human Resources Director</p> <p>Director of Special Education</p> <p>Building Leaders and Staff K-12</p>	<p>August 2010</p>
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<p>4. Provide high quality, job-embedded professional development.</p>	<p>(basically the teacher would be on a probationary watch list). Upon receiving assistance, the expectation is that the teacher will make incremental improvements. Should the teacher not make these improvements, the teacher would be statutorily notified if a new teacher, and documented for performance as a beginning to progressive discipline improvements. The non-performing teacher would not be eligible for performance incentives</p>		
<p>A full time data/professional development coaching position will be added to the high school to insure substantial effort in the area of relevancy in professional development opportunities. The Data/Professional Development Coach who will work with the Instructional Leaders, curriculum coach and individual teams at curricular modifications and aligning professional development to need. Though a job description has been included, the expectation of the Data/Professional Development Coach is as follows:</p> <ul style="list-style-type: none"> • Inter-disciplinary/Integrated instruction coaching with teams and school leaders (providing embedded professional development opportunities during team planning and throughout the academic day. • Coordination for ESL/ENL Programs • Differentiated instruction modeling and professional development on an ongoing basis. • Cultural Proficiency training and support as an on-going need identified for the high school. • Data disaggregation, monitoring and usage coaching for leaders, teams and individual teachers. Allowing for in depth usage rather than surface data collection. • Data/PD Coach will work closely with leader in providing professional development and data presentations for administration, parents, students and community. <p>The Data/Professional Development coach is expected to intimately know and routinely monitor data and usage, while coaching the leadership team and teachers on how to use the data to drive curriculum and ultimately instruction for special education, ESL/ENL students, as well as general education students.</p> <ul style="list-style-type: none"> • Data/Professional Development Coach will meet with the team discipline leaders once per week to review and monitor data and/or offer in-service on data driven instructional strategies. • Staff will be expected to use one individual plan per week toward a professional development activity aligned with data usage or improving instruction. Data coach will work 	<p>Building Principal Data/Professional Development Coach Teachers</p>	<p>July 2010</p>	

	<p>with Leader, fellow Teachers, and IDOE Technical Assistance team to assure quality of offering.</p> <ul style="list-style-type: none"> Monitoring and evaluation of effectiveness of this position will be performed monthly by principal. Measurement tool will be the use of data in the building, awareness displayed by teachers and staff, ability of all high school employees to make inference based on the data, and the use of data to drive instruction and also to change instruction. 		
<p>5. Implement strategies to recruit, place retain staff (financial incentives, promotion, career growth, flexible work time).</p>	<p>The process began in the area of recruitment, placement and retention of staff during the 2009-2010 academic year. The first step was the reorganization of the district Human Resources Department and Central Office Administration. Once this was completed, the district was able to construct a package of incentives to provide options for every level of employment:</p> <p>Principal – Shall be offered performance based incentives as result of annual evaluation. During recruitment, the principal is offered freedom and flexibility to recruit, train and effectively utilize staff.</p> <ul style="list-style-type: none"> The opportunity for advancement exists through education assistance. Financial incentives such as housing assistance, moving expenses and bonus for exemplary performance. Full Professional Development/Travel opportunities Flexibility of schedule/full staff coverage. <p>Teachers/Staff-Are offered performance based incentives as result if interim and annual assessments. Incentives may be offered for high need disciplines or difficult to staff areas (Mathematics and Special Education). Additional incentives include:</p> <ul style="list-style-type: none"> Educational Assistance Embedded Professional Development opportunities as well as sponsored event opportunities. Teaches will also have some flexible scheduling opportunities for non-core disciplines. 	<p>Michael Harding Superintendent of Schools</p> <p>Dawn Greene Assistant Superintendent</p> <p>Elaine Martinez Human Resources Director</p>	<p>June 2010</p>
<p>6. Provide increased learning time for students and staff.</p>	<p>The Teacher Association and Board of School Trustees have committed to extend the school day by one hour daily and extend the academic year for designated students and staff to 10 months. Identification of the students will be attained by ensuring accurate placement in educational programs through use of the Individual Learning Plans of students.</p>	<p>Michael Harding Superintendent of Schools</p> <p>Dawn Greene Assistant Superintendent</p>	<p>Planning 2009/2010 Academic Year</p> <p>Implementation August 2010</p>

<p>7. Use data to implement an aligned instructional program.</p>	<ul style="list-style-type: none"> Students currently performing at one or more grade level(s) below placement will be asked to participate in the 10 month versus traditional 9 month program (approximately 70% of students at the high school fall into this category). All students will have the extended day opportunity to increase the intensity and frequency of instruction in accordance with the selected model components. <p>The selection of students will be based on current performance and each students need.</p> <ul style="list-style-type: none"> Increased instructional time-Our model endeavors to increase the instructional day by 60 minutes, while increasing the year by one month. The extra time will be used for Reading Interventions through Read 180 and System 44, addressing the need to double block with the Language Arts Class for all students including Special Education learners. The additional time will also allow students and teachers to have advisory time-for relationship building and mentoring, as well as team planning time for teams to meet for Cross Departmentalization Planning and formulation of common assessments. <p>Advantages of this common plan time for teams will be:</p> <ul style="list-style-type: none"> Curriculum alignment to bring the curriculum in line with identified student need. Systematic and continuous coaching to assist all teachers in their craft by pairing teams with differing strengths. Teacher accountability for raising expectations within teams of students. Less emphasis on discipline and more on academic growth based on "team intervention" as all discipline will be handled in the team. Communication improvement through team expectations built on principal leadership Increased staff capacity through increased professional development time (team plan). <p>Data /Professional Development coach will work with building leaders, teams and teachers to ensure effective use of data in providing data driven instruction and program planning.</p> <p>The Data/Professional Development coach is expected to intimately</p>	<p>Building Principal</p> <p>William Kelley AFT #511 Union President 12 year teacher and experienced negotiator on for the Federation of Teachers.</p>	
		<p>Principal</p> <p>Early College and Middle College Educational Leadership</p>	<p>Planning 2009/2010 Academic Years</p> <p>Implementation July 2010</p>

<p>8. Promote the use of data to inform and differentiate instruction.</p>	<p>know and routinely monitor data and usage, while coaching the leadership team and teachers on how to use the data to drive curriculum and ultimately instruction.</p> <ul style="list-style-type: none"> • Data/Professional Development Coach will meet with the team discipline leaders once per week to review and monitor data and/or offer in-service on data driven instructional strategies. • Staff will be expected to use one individual plan per week toward a professional development activity aligned with data usage or improving instruction. Data coach will work with Leader, fellow Teachers, and IDOE Technical Assistance team to assure quality of offering. • The Data/Professional Development Coach is focused on ensuring that instruction is aligned and quality of instruction is standards based and relevant. The instructional leadership will constantly monitor and lead in this effort. • Monitoring and evaluation of effectiveness of this position will be performed monthly by Principal. Measurement tool will be the use of data in the building, awareness displayed by teachers and staff, ability of all high school employees to make inference based on the data, and the use of data to drive instruction and also to change instruction. 	<p>Data/Professional Development Coach Teachers/Staff</p>	
<p>8. Promote the use of data to inform and differentiate instruction.</p>	<p>Individualized Learning Plans will outline the needs of each of student. Student needs will continue to be assessed to ensure proper placement and interventions for a student. Whether in Middle College or Early College programming, students will have the opportunity to advance or remediate based on their academic need. The model is designed to be child focused and data accountability centered. Again, the Data/Professional Development Coach position is designed to assist in this effort:</p> <p>The Data/Professional Development Coach who will work with the Instructional Leaders, curriculum coach and individual teams at curricular modifications and aligning professional development to need. Though a job description has been included, the expectation of the Data/Professional Development Coach is as follows:</p> <ul style="list-style-type: none"> • Inter-disciplinary/Integrated instruction coaching with teams and school leaders (providing embedded professional development opportunities during team planning and throughout the academic day. 	<p>Building Principal Leadership Team</p>	<p>Planning 2009/2010 Academic Year Implementation July 2010</p>

<p>9. Provide mechanisms for family and community engagement.</p>	<ul style="list-style-type: none"> • Differentiated instruction modeling and professional development on an ongoing basis. • Cultural Proficiency training and support as an on-going need identified for the high school. • Data disaggregation, monitoring and usage coaching for in leaders, teams and individual teachers. Allowing for in depth usage rather than surface data collection. • Data/PD Coach will work closely with leader in providing professional development and data presentations for administration, parents, students and community. <p>The Data/Professional Development coach is expected to intimately know and routinely monitor data and usage, while coaching the leadership team and teachers on how to use the data to drive curriculum and ultimately instruction.</p>		
	<p>The existing Parent Advisory Council has been revamped. The plan is implementing Blackboard Connect as a parent communications piece, but beyond this, parents are a vital part of the planning and evaluation process. Parents and community are meeting with administrators and teachers to become an evaluation and monitoring board for plan implementation.</p> <p>For example parents and community will serve on the Core Planning team, interview committees and monitoring groups. Parents will be prepared for this and other opportunities to participate in planning by providing them with leadership training. Parents will participate in all relevant training opportunities that will facilitate plan implementation and monitoring. The expectation is that parents and community will garner insight into the operations of schools while contributing valuable insight into meeting the needs of students.</p> <p>As members of the Strategic Planning initiatives, parents and community have been an intimate part of the planning process. As the district enters the site planning phase of this initiative, which is specifically for the high school, parents and community will be assisting in writing, monitoring, evaluating and adjusting to ensure effectiveness of the plan.</p> <p>The attempt to engage parents began with the hiring of the district Parent Liaisons. Their role was to assist in ascertaining the needs of parents by putting a face on the district that was trusted and listened to in the community. Liaisons work in each building and the community centers with the Title I Parent Liaisons on ensuring</p>	<p>Michael Harding Superintendent of Schools Building Principal</p> <p>District Parent Liaisons <i>Both are lifelong community members with Cultural Competency Training. Both have presented Parent Involvement and Technology Workshops for the district.</i> <i>One liaison serves as translator and is a fluent Spanish speaker by request of the parents.</i></p>	<p>Planning and hiring took place in 2009/2010 Academic Years.</p> <p>August 2010 continued implementation</p>

<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<p>effective, accurate and timely communication and information. Additionally, they offer parent workshops on school events, assessment results, resources and student issues.</p> <p>The goal is to create trust with our parent and community base that has not previously be there. The district is inviting all parents to come in and "Be a part of the Plan". Essentially parents have been brought in as a major stakeholder to every district and school initiative and change.</p> <p>The building principal will be responsible for all staffing and retention of his or her staff. The leadership in the school has knowledge to needs and should have the freedom and flexibility staff as he or she sees fit. The process must go through the Human Resources Department to ensure that all final candidates undergo proper screening. However, the selection and interview is at the discretion of the building leader and his or her team.</p> <p>Though the school calendar is set through annual planning for the district (A team of administrators, teachers and community members), the building principal has the flexibility to adjust their calendar, time and day based on the instructional program of the students. The Middle and Early College programs provide for administrative flexibility to do this, however the building leader does not have to stay in these confines. Principals can adjust their schedules based on their own criterion.</p>	<p>Building Principal</p>	<p>July 2010</p>
<p>11. LEA and SEA support school with ongoing, intensive technical assistance and support.</p>	<p>The budget for the building is at the discretion of the building principal. He or she can organize provision of resources based on the best interests of the students and the needs of various departments. Operational flexibility will be ensured through the reducing of Central Office staff in favor of centralized building oversight. This ideal or concept will allow funds to be funneled directly to the students.</p> <p>Utilization of the Indiana Department of Education technical assistance team as well as the Indiana School resource network Learning Connection will provide ongoing technical assistance as the school transitions through these interventions.</p> <p>The district will continue to utilize the technical assistance provision that the state has granted to ensure quality of hiring, ongoing assessment of practices and best practices implementation. The district has worked to secure parent resource training, staff professional development of standards based instruction and plan</p>	<p>Building Principal Supported by: Michael Harding Superintendent of Schools Board of School Trustees</p>	<p>August 2010 Ongoing</p>

If Implementing the Transformation Model, explain how the recruitment and selection of a new principal will take place.

The building leadership structure is attached, as well as the posting and job description, because the diagram explains the entire "school within a school" Early College and Middle College Models that is being proposed. This model requires a total revamping of the current system.

The process for recruitment and selection of the principal will include:

- National advertisement for a Transformational Principal will be posted in newspaper, academic publishing, magazines, IDOE and district Websites, Superintendent's Association and Association of School Business Officials as well as Principal's Association, Radio, Television and University postings will also be utilized (April of 2010)
 - The posting for this position will be based on a track record of a proven Transformational Leaders and characteristics that exhibit change and non-traditional learning methods and settings for secondary (High School) education.
- The current principal will be provided professional development support and placed in an administrative position that will allow support and development (Administrative re-assignment) (July 2010)
- A Core Planning Team subgroup composed of Administration, Teachers, Parents, Students, business and Community will comprise a 8 member interview team that will work collaboratively with selection criterion for the Indiana Department of Education to attract, interview and select the candidates for final round interviews (June 2010).
- Final Round interviews will be conducted by the Superintendent/Assistant Superintendent and the Administrative Preparation Department of Purdue University Calumet with additional input and guidance from the Department of education (June 2010).
- Selection will be finalized prior to August of 2010 with press conference for community information and Core Planning team meeting. Team planning and professional development to support the team will begin immediately (July 2010) with strategic planning sessions that will include teacher and community.

Professional development will continue throughout the academic year to support and build communication, trust and effective relationships between all stakeholders.

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2010 - 2011

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: SCHOOL CITY OF EAST CHICAGO
 Corporation Number: 4670
 School Name: EAST CHICAGO CENTRAL HIGH SCHOOL

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Social Workers (4)	4.00			Two Assisting Middle/Early College	\$ 203,000.00	
Curriculum Coach	1.00			Working exclusively on High School Curriculum	\$ 53,000.00	
Data Coach	1.00			Focused on effective utilization of high school data	\$ 52,975.00	
Guidance Coord.	1.00			Offering Career and Placement guidance	\$ 60,000.00	
Int. Baccalaureate	0.50			Coordinator Academically Advanced Programming	\$ 25,500.00	
Extended Day	87.00			Total High school teaching staff extended 1 hour	\$ 613,002.00	
Extended Year	87.00			High school teaching staff extended to 10.5 mos./25% teams	\$ 246,000.00	
	181.50	TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 153,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	International Baccalaureate Professional Development-New York			\$ 60,000.00	
		Differentiated Instruction - SREB			\$ 9,654.00	
	In-state	Classroom Management - Teacher Created Material Publishing			\$115,000.00	
		TOTAL TRAVEL				\$ 184,654.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Int. Baccalaureate		Curriculum Development/Start-up/Student fees @100			\$ 90,000.00	
Scholastic		Coaching days for staff and materials (CHS)			\$ 67,393.00	
Scientific Learning		Licences for students/coaching for teachers (CHS)			\$ 40,476.00	
ACT		Assesment source in line with Indiana standards			\$ 87,000.00	
Blackboard Connect		Technology used for parent contact/communication			\$ 25,000.00	
Florida Virtual		On-line tool for providing students additional course options			\$ 25,000.00	
Compass Odessey		Credit recovery and on-line courses			\$ 24,000.00	
Performance Incentives		Teacher and Administrative incentives based on student achievement			\$ 50,000.00	
		TOTAL CONTRACTED SERVICES				\$ 408,869.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ -

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2011 - 2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: SCHOOL CITY OF EAST CHICAGO
 Corporation Number: 4670
 School Name: EAST CHICAGO CENTRAL HIGH SCHOOL

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Social Workers (4)	4.00			Two Assisting Middle/Early College	\$ 203,000.00	
Curriculum Coach	1.00			Working exclusively on High School Curriculum	\$ 53,000.00	
Data Coach	1.00			Focused on effective utilization of high school data	\$ 52,975.00	
Guidance Coord.	1.00			Offering Career and Placement guidance	\$ 60,000.00	
Int. Baccalaureate	0.50			Coordinator Academically Advanced Programming	\$ 25,500.00	
Extended Day	87.00			Total High school teaching staff extended 1 hour	\$ 613,002.00	
Extended Year	87.00			High school teaching staff extended to 10.5 mos./25% teams	\$ 346,000.00	
	181.50	TOTAL SALARIES				\$ 1,353,477.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 153,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state		International Baccalaureate Professional Development-New York			\$ 60,000.00	
		Professional Learning Community Training - Lincolnshire, IL			\$ 9,654.00	
In-state		Classroom Management - Teacher Created Material Publishing			\$15,000.00	
		TOTAL TRAVEL				\$ 84,654.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Int. Baccalaureate		Curriculum Development/Start-up/Student fees @100			\$ 45,000.00	
Scholastic		Coaching days for staff and materials (CHS)			\$ 67,393.00	
Scientific Learning		Licences for students/coaching for teachers (CHS)			\$ 40,476.00	
ACT		Assesment source in line with Indiana standards			\$ 47,000.00	
Blackboard Connect		Technology used for parent contact/communication			\$ 25,000.00	
Florida Virtual		On-line tool for providing students additional course options			\$ 45,000.00	
Compass Odessey		Credit recovery and on-line courses			\$ 24,000.00	
Performance Incentives		Teacher and Administrative incentives based on student achievement			\$ 115,000.00	
		TOTAL CONTRACTED SERVICES				\$ 408,869.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ -

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: SCHOOL CITY OF EAST CHICAGO
 Corporation Number: 4670
 School Name: EAST CHICAGO CENTRAL HIGH SCHOOL

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Social Workers (4)	4.00			Two Assisting Middle/Early College	\$ 210,000.00	
Curriculum Coach	1.00			Working exclusively on High School Curriculum	\$ 60,000.00	
Data Coach	1.00			Focused on effective utilization of high school data	\$ 60,000.00	
Guidance Coord.	1.00			Offering Career and Placement guidance	\$ 60,000.00	
Int. Baccalaureate	0.50			Coordinator Academically Advanced Programming	\$ 30,000.00	
Extended Day	87.00			Total High school teaching staff extended 1 hour	\$ 613,002.00	
Extended Year	87.00			High school teaching staff extended to 10.5 mos./25% teams	\$ 346,000.00	
	181.50	TOTAL SALARIES				\$ 1,379,002.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 153,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	International Baccalaureate Professional Development-New York			\$ 60,000.00	
		Differentiated Instruction - SREB			\$ 29,654.00	
	In-state	Classroom Management - Teacher Created Material Publishing			\$15,000.00	
		TOTAL TRAVEL				\$ 104,654.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Int. Baccalaureate		Curriculum Development/Start-up/Student fees @100			\$ 45,000.00	
Scholastic		Coaching days for staff and materials (CHS)			\$ 37,393.00	
Scientific Learning		Licences for students/coaching for teachers (CHS)			\$ 20,500.00	
ACT		Assesment source in line with Indiana standards			\$ 10,000.00	
Blackboard Connect		Technology used for parent contact/communication			\$ 25,000.00	
Florida Virtual		On-line tool for providing students additional course options			\$ 45,000.00	
Compass Odessey		Credit recovery and on-line courses			\$ 24,000.00	
Performance Incentives		Teacher and Administrative incentives based on student achievement			\$ 125,000.00	
		TOTAL CONTRACTED SERVICES				\$ 331,893.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
Climate Audit-Central		TOTAL SUPPLIES				\$ 10,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ -

7. OTHER SERVICES: (Include a specific description of services.)			
Strategic Planning	Cambridge Strategics Plan Update	\$ 21,451.00	
	TOTAL OTHER SERVICES		\$21,451.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 2,000,000.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

DOCUMENT SUPPORT

- 1. Teacher Evaluation & Rubric**
- 2. Education Standards**
 - **State**
 - **District**
- 3. Instructional Leader Evaluation**
- 4. Evaluation Guide**
- 5. Plan Support**
- 6. Position Postings and Descriptions**
- 7. Building Leadership Structure**
- 8. Letters of Support**

1.